

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2024/25.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year 2024/25

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend.

What went well?	How do you know?	What didn't go well?	How do you know?
Last year, we successfully increased opportunities for all pupils to engage in physical activity, particularly at lunchtime, and our monitoring shows that 68% of pupils now achieve an average of 60 minutes of activity per day. Pupils' achievements in PE and sport were widely celebrated, with 84% recognised in assemblies, helping to raise motivation and engagement. Participation in inter-school competitions was strong, with 53% of KS1 and 67% of KS2 taking part, demonstrating increased confidence, teamwork, and competitive experience across the school.	We know our PE and school sport provision is effective through robust monitoring both in and outside of school. Regular tracking of physical activity levels has allowed us to identify areas for improvement and implement new opportunities to engage pupils. Whole-staff monitoring of PE, sport, and physical activity achievements across classes and year groups, combined with competition registers and participation tracking, provides clear evidence of pupil engagement, progress, and success.	Not all pupils currently achieve 60 minutes of physical activity each day, seven days a week, indicating that there is still work to do to engage every child. While many pupils have been celebrated for their achievements, we aim to ensure 100% participation and recognition across the school. Additionally, our competition provision requires further development to provide more opportunities for all pupils to experience inter-school and intra-school competition.	We know that not all pupils are achieving 60 minutes of physical activity each day, as data shows 32% of pupils remain below this target, based on activity tracked both in and outside of school. Evidence comes from activity trackers and teacher monitoring of achievements celebrated in assemblies. Participation records also show that only 14% of KS1 pupils took part in inter-school (Level 2) competitions, highlighting the need for a greater focus on ensuring all pupils have access to competitive opportunities.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Our intent is to provide a high-quality, inclusive Physical Education and school sport offer that enables all pupils to be physically active, develop fundamental movement skills, and foster a lifelong enjoyment of sport and physical activity. Through a broad range of competitive, creative and leadership opportunities, we aim to develop confident, resilient and motivated learners who understand the importance of physical wellbeing. We intend to raise participation levels across all year groups by offering access to a wide variety of engaging activities and events, ensuring pupils of all abilities can succeed and feel valued. Competitive sport will be used as a tool to develop teamwork, resilience, sportsmanship and leadership, while inclusive festivals will support enjoyment, confidence and personal development. Leadership and staff development are central to our provision. We aim to develop pupil leadership pathways that empower children to take responsibility, support younger pupils and contribute to whole-school sport, while ensuring staff are confident, knowledgeable and well-supported through high-quality CPD and specialist guidance. This approach will ensure a well-sequenced, progressive PE curriculum that meets statutory requirements, supports staff at all stages of their career, and contributes positively to whole-school improvement.	Buy into the Gold Package of Sunderland's School Sports Partnership SLA to provide pupils with access to: Six year-group festivals and events (e.g. infant agility, snowtubing, boogie bounce, handball, Active8 dodgeball, colour run) and Up to five team competitions (Sports Hall Athletics, Netball, Quad Kids, Tennis and Hockey). To develop pupil leadership by: Training Year 5 Sports Leaders through a full-day leadership workshop (School Games Mark requirement), Implementing Gold, Silver and Bronze leadership pathways, Hosting a leadership celebration event. Promote creative physical activity through One dance festival entry per school, involving up to 30 pupils. To Improve teaching quality and staff confidence by: Employing a specialist sports coach to upskill teachers through team teaching and modelling best practice, Providing the equivalent of one day of in-school PE specialist support for curriculum mapping, ECT support, PE assessment and Deep Dive preparation. To ensure high-quality, inclusive curriculum delivery by: Continuing subscriptions to REAL PE to support skill progression, assessment and personal development and Using PEPlanning.org to support lesson structure, progression, differentiation and inclusion, including SEND adaptations. To Strengthen staff professional development by: Providing access to the Active CPD package, delivering three full days of sport-specific CPD aligned to KS1 and KS2 and Enabling two staff members to attend a regional PE and School Sport conference. To increase physical activity beyond curriculum time through: An Active 60 Experience Day, delivered either as a six-week after-school club or a full-day on-site experience.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
We expect our PE and school sport provision to increase pupil participation, improve fundamental movement skills, and foster enjoyment, confidence, resilience, teamwork, and leadership across all year groups. Inclusive and differentiated opportunities, supported by REAL PE, PEPlanning.org, and specialist coaching, will ensure all pupils—including those with SEND—can succeed. Staff will be upskilled through CPD, coaching, and planning resources, leading to consistently high-quality teaching and a progressive, well-sequenced curriculum. Pupil leadership pathways and engagement in competitive and festival events will embed a lasting culture of physical activity, while the use of sustainable resources and established partnerships ensures continued improvement and legacy beyond the funding period.	We will measure the impact of our PE and school sport provision through a combination of qualitative and quantitative evidence. This includes tracking pupil participation in festivals, competitions, dance performances, and Active 60 activities, as well as monitoring progression in fundamental movement skills and PE attainment using REAL PE assessments and PEPlanning.org records. Evidence will also include pupil voice, observation of lessons, staff feedback from CPD and coaching sessions, and records of pupil leadership involvement. Achievement of the School Games Mark, increased engagement of less active pupils, and successful delivery of inclusive and differentiated lessons will provide further confirmation that our plans are effective and sustainable.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
We have seen clear evidence that our PE and school sport provision is having a positive and sustainable impact. Pupils demonstrate increased confidence, enjoyment, and participation in both curriculum and extra-curricular activities. Leadership opportunities have empowered Year 5 pupils to support peers in lessons and festivals, creating a lasting culture of pupil-led sport. Staff confidence and subject knowledge have improved through CPD, specialist coaching, and use of REAL PE and PEPlanning.org, resulting in consistently higher-quality, inclusive lessons. Participation records from festivals, competitions, and Active 60 activities show sustained engagement, while assessment data highlights measurable progress in fundamental movement skills. Feedback from pupils, staff, and parents further confirms the positive impact on wellbeing, teamwork, and motivation, providing strong evidence of long-term sustainability.	We have evidence of impact and sustainability through: • Participation records from festivals, competitions, dance events, and Active 60 activities showing high engagement across all year groups. • Assessment data from REAL PE and PEPlanning.org demonstrating progress in fundamental movement skills, personal development, and inclusion. • Staff feedback and observation records showing improved teaching quality, confidence, and use of inclusive strategies. • Pupil voice indicating enjoyment, motivation, and increased confidence in PE, leadership, and teamwork. • Leadership evidence, including Year 5 Sports Leaders' involvement in lessons, events, and festivals. • External recognition such as the School Games Mark, confirming whole-school impact and sustained practice.